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PROCEEDINGS  
AT THE  
INAUGURATION,  
TOGETHER WITH THE  
ANNUAL REPORT  
OF THE  
*President of Union College.*  
1871-72.

---

ALBANY, N. Y.:  
J. MUNSELL, 82 STATE STREET,  
1872.



*With the Compliments of the President  
of the College.*



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# ADDRESSES

DELIVERED

AT THE INAUGURATION

OF THE

REV. ELIPHALET NOTT POTTER, D.D., S.T.D.

*President of Union College.*

JUNE 26,

A.D. 1872.



## INAUGURATION EXERCISES.

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The formal inauguration of the Rev. Eliphalet Nott Potter D.D., S. T. D. as President of Union College, took place in the Presbyterian church at Schenectady, on the 26th of June, 1872.

The Hon. Ira Harris LL.D., chairman of the Board of Trustees of the College presided, and the exercises were opened with prayer, offered by the Rev. J. Trumbull Backus, D.D.

The Hon. chairman, as presiding officer, then said :

“ It is fifty years ago, this present summer, that I entered Union College. I found here the two most distinguished men connected with its history. They received me with great kindness and became my life-long friends. To-day it is my privilege and pleasure, as the organ of the Board of Trustees, to welcome their descendant and successor to the Presidential Chair.

At the Annual Meeting of the Board in June last, the Reverend Eliphalet Nott Potter, D.D., was unanimously elected President of Union College. His formal and public induction into office was appointed to take place at this time. We are now assembled for that purpose. The opening Address upon the occasion, on behalf of the Trustees, will be delivered by his excellency Governor Hoffman.

Gov. Hoffman spoke as follows:

“ I am glad to be here to-day at this inauguration of our new President, not only as one of the representatives of the state in the Board of Trustees of Union College, but as an alumnus whose heart is full of affection for his *Alma Mater*.

“As I stand here, how thick and fast memories of early days crowd upon me! Twenty-nine years ago I entered my class and witnessed for the first time the commencement exercises. The scene seems the same, and yet how changed! There were gathered here then a goodly array. Eliphalet Nott, Alonzo Potter, his chief of staff, Proudfit and Jackson, Reid and Yates, Foster and Pearson, and others of the Faculty, some now dead, some yet living. And there was one other whom I cannot omit to name. Perhaps some here remember him only as a tutor; poor William Kelly, a noble hearted fellow, who, not long after went down somewhere amid the waves of the broad Atlantic, and was never heard of more.

“And my classmates, where are they? How few are left of all who on that commencement day stood here. Those were among the palmy days of Union College, and she prospered greatly. Soon after that came her trials. Alonzo Potter was called away to another field of usefulness. The physical powers of President Nott yielded to advancing age, and our *Alma Mater*, which had leaned on him so trustingly, and whose steps he had guided so faithfully, faltered and staggered. Then came the war. Young men sought the battle field rather than college halls. Many gave up this union; some to save, some to destroy, if possible, another. Both, thank heaven, are preserved, and have before them a bright and glorious future.

“The death of President Nott was a great blow to our *Alma Mater*, and though not, we trust, irreparable, she has never yet fully recovered from it. But she will, and that now rapidly.

“It often happens in the state, when some commanding intellect is stricken down, that the people who had been guided and led by it, wait longingly and patiently for a new leader; until at length, some crisis brings forth the man.

“In the household, when the head and master is taken away, children stand by their sorrowing mother, left alone and hopeless, without a protector or a guide. Yet, when all hope seems dying out, some younger son often steps to the front, and all look up to him in trust and confidence as he takes his father’s place and does his work. So it is in all the spheres of life, and so it is here in old Union. We meet to-day to give public welcome to our new President, this our younger brother, Eliphalet Nott Potter, who unites in his own, the names of two distinguished men whose lives were identified with the college. In him we trust and believe, are blended also many of the virtues and traits of character which made them illustrious as teachers of youth and examples worthy of imitation. While I recognise the high character of our colleges in other parts of the country, yet, as governor of New York, and as an alumnus of old Union, I am proud to say that none of them has a more brilliant record in the past than she has ; and that to-day she renews her youth and vigor. I welcome you, sir, thus publicly, to the Presidency of Union College. May your life be spared to witness new triumphs which will gladden the hearts of all her sons and to rejoice with them in her perfect and complete restoration to the greatness of other days.”

At the conclusion of Gov. Hoffman’s address, Judge Harris, addressing Doctor Potter, spoke as follows:

“And now Dr. Potter, in the name and on behalf of the corporate authorities of this institution, I salute you as President of Union College and commit to you its care and supervision. In performing this grateful service permit me to add my most cordial congratulations. In your person I recognize the representative of two most valued friends, the most honored names Union has ever known. I shall always hold them in grateful remembrance.

"It only remains for me, sir, in the name and by the authority of the Trustees of Union College, to deliver to you these documents. They are the Charter and By-Laws of the College. I present them to you as the symbols of your office and in the name of the Trustees and by their authority, and as their representative I do formally and publicly proclaim you to be the President of Union College.

"As such President, I present you to the Faculty of the College, to its Alumni, and to all who honor the occasion with their presence."

The Inaugural Response of Doctor Potter was then made as follows:

"MR. CHAIRMAN,

*Ladies and Gentlemen:* In your presence, at the hands of the official head of the Board of Trustees, and with the concurrence of the Faculty and of the Alumni, I have just received a sacred charge and trust, by formal inauguration into the Presidency of Union College.

You will bear me witness, that in this office I am called to occupy a position held with distinction, in the past, by a succession of illustrious men. So too, in addressing you on the present occasion, I am placed in trying conjunction with distinguished graduates and friends of the college.

It is fitting, then, that I should speak with the brevity suggested both by these circumstances and by the protracted length of this commencement. Brevity is yet the more incumbent upon me, since in my annual report to the trustees of the college, (to which I would ask close and thoughtful attention), I have made those statements and suggestions, which I deemed of immediate and vital importance to the well being of the institution. For a short time only, then, will I ask you to dwell with me upon the memories and hopes, which are naturally associated with the occasion.

That was a memorable night, when in the winter of 1795, the bell of the old Schenectady Academy rang out its loudest peal, and the building was brilliantly illuminated. And well might the people of this, at that time, secluded village rejoice ; for news had just reached them that a charter had been obtained which changed their Academy into a College, and located the institution at Schenectady. Other towns had contended for this distinction ; but the efforts and liberality of the inhabitants of this frontier village, together with enlightened aid from certain influential men not resident here, secured the location of Union College at Schenectady.

As its inception and first endowment were in great measure due to the enterprise and liberality of citizens of this place, we would to day place it on record, that in our outlook towards the future we turn first to Schenectady ; anticipating its increasing prosperity, desiring to promote its best interests, and looking to its citizens for the sympathy, liberality and cooperation, which the institution has sometimes sadly lacked, and without which, would be wanting a most important element of its prosperity and progress.

Fifty years had passed away and the College had grown up from a feeble infancy to be a power in the land, when, as if responsive to the dying peal of the old Academy bell, the bells on College Hill rang out a joyous welcome to Union's first semi-centennial anniversary.

From every part of the land her sons assembled. The greatness of the Institution was indicated by their eminence as citizens ; her pride, their prosperity ; her glory, their practical skill in the affairs of life, their leadership in the walks of sound learning, their wise and catholic beneficence. From highest places in church and state, from most distinguished positions at the bar and on the bench, as from humblest callings discharged with fidelity and skill and with a rare knowledge of men and of themselves, they came to lay their honors and achievements at the feet of their Alma Mater.

The old halls were crowded with returning footsteps, the groves resounded with grateful acclamations. The vast throng of graduates assembled, united in the pledge that the Institution should ever have their support in the carrying out of its high designs.

To the graduates of the College, then, we turn to-day, for the cooperation and support upon which we have a right to rely, not only because of their number and influence and wealth, but from their recent avowals through all their associations, of continued devotion to the College. Without their aid, the Institution, whose endowments are limited in amount and specific as to their objects, can neither be furnished for her work nor supplied with the numbers who shall carry down her reputation undiminished to succeeding generations.

The mention of the semi-centennial anniversary of the College will remind many of my auditors of a similar celebration which occurred some years later, when that President of Union who had held the office during the longest and most eventful period of her history had attained the fiftieth year of his connection with the Institution. Then the halls of Union were again thronged with men of all ages and of diverse pursuits and opinions, who came to testify their love and veneration for the Master at whose feet they had delighted to sit.

Able to recall, but dimly, the first of these celebrations I can remember distinctly that venerable man upon the occurrence of the second. Trained at his side, the fact has been here recalled that I am bound to him by the tenderest ties of relationship and affection; as also to another, whose last years it was my privilege at once to solace and in constant intercourse to enjoy. I have heard with emotion the names of both mentioned here to-day with equal honor. You can understand then, that while appreciating such claims upon my entire devotion, I cannot trust myself to contemplate or to recur at length, in this presence, to the sacred and affecting nature of the bonds that link me to the

responsibilities which, this day, at your call and in God's strength I have assumed.

There are those here present who were long associated with these venerated men in the Faculty of Union College. To them, and indeed to every professor and to all in any way related to the daily routine of the college, I am debtor, both for a cordial welcome and for valued aid extended to me in my inexperience in these new duties.

When one who, for a half century or more, had held in his hands the entire direction of the affairs of the College felt himself unable longer to sustain the burden; as was natural, there came with the inevitable change, diversities of opinion and lack of the unity essential to success. After years of perplexity and trial the Board of Trustees have formally entrusted me with the Presidency of the College. Gratefully receiving their assurances of confidence and relying upon their united support as essential to the success of the Institution, I desire now publicly to express my thanks to the resident members of the board, to the state officers, to the trustees, one and all, for the cordial and efficient cooperation I have thus far received from them in the midst of arduous and unsought responsibilities.

As one of the happiest auguries of the day I recur to the fact that not only has my immediate predecessor given us his best wishes, but that he also joins in the felicitations with whom, as an attached pupil in this Institution, I studied mental and moral science; that honored graduate eminent for his writings abroad and at home, Laurens P. Hickok.

I remember gratefully, to-day, that when I hesitated to accept the offered Presidency, his was one of the most cordial of valued letters of encouragement, and that among many who have expressed their regret at being necessarily absent from this assemblage, none has given a heartier or more prized Godspeed. We may well make his aspirations for the College our own. "May those beloved walls which have long been in deep shadow soon stand out in the

full sunshine of prosperity." "May the inauguration be the signal of universal prosperity for the Institution."

In conclusion, I would briefly refer to that which would seem to be the peculiar distinction, nay, the prophetic idea of Union College. Those who subscribed for its first foundation in this neighborhood were, most of them, members of the communion prominent here from the earliest times. The congregation of the Reformed Dutch church at Schenectady was then under the pastoral charge of one deeply interested in the establishment of the College. His catholic, forecasting mind so provided, that no exclusive denominational or sectarian influences should here predominate. This was signified and is secured by the name and charter of "Union College."

At this hour, when from liberated Italy, from smitten France, from stalwart Germany, from our own reunited land, and from every earnest Christian heart the world round, the cry goes forth for liberty in things non-essential and for that essential unity in Christ which was the burden of the last and great high-priestly prayer of our Divine Master; at this momentous epoch and for all coming time, Union College may well glory in her title and stand true to the fundamental religious principle of her charter. Although for denominational institutions there may be ampler support and important work, yet, the religious influences of this College (though unsectarian, not the less efficient for Christianity, as its graduates throughout the land attest) may well centre about the old, cherished, chartered purpose of exemplifying "in essentials unity, in non-essentials diversity, in all things charity."

Brethren of the Alumni, Trustees of the College, Gentlemen of the Faculty, Fellow Citizens, Friends of Education, let us unite for the good of the Institution, in the spirit of its charter. The realization of its long cherished ideal will crown our efforts with the truest, because the most beneficent and enduring success.

Solicitous for no prosperity which is merely superficial

and evanescent, laboring to lay broad and deep foundations for the future ; in the present, and to the largest possible extent, let us seek to bless our country with the best means of Christian education.

So, laden with justly acquired honors, shall our *Alma Mater* reach her first centennial anniversary. On the morning of that day, may the bells from College Hill, the union let us hope of a full and harmonious chime, reverberate not only from ancient buildings, but as well from spacious structures of our own time. Across the century responding again to that first college peal of the old Academy, may they proclaim to all the land that Faith and Hope, Love and Labor have verified the truth of the sentiment time honored at Union and ever to be perpetuated by her sons : “*Perseverantia vincit omnia nec non et in gloriam ducit.*”

After the response of the President the following resolutions of the Alumni Association of the College adopted June 25th, 1872, were read.

*Resolved*, That while we, the Alumni Association of Union College, unite with joy in this auspicious event, wherein the traditions of our *Alma Mater* augur a happy success, we hail our new President and commit to him her interests with assurance of our earnest and cordial support.

*Resolved*, That Hon. Thomas Allen of St. Louis, of the Class of 1832 be commissioned to represent our Association in the inaugural exercises of President Eliphalet Nott Potter, D.D.

The Hon. Thomas Allen of St. Louis on behalf of the Alumni of the College then proceeded to deliver the following Address of Welcome to the President.

“ To those of you who came here expecting to hear the Sage of Auburn, I extend my condolence ; for myself, in the temerity of attempting to fill his place, *haud passibus æquis*, I ask your sympathy ; while to Mr. Seward I beg to express my regret that he should have lost the opportu-

nity of engaging in a pleasing welcome, and of being appreciated and welcomed himself by a brilliant audience.

“Having accepted the task, I have the honor to say that the thoughts of thousands of living Alumni flow hitherward this day; and if we may believe that the spirits of the dead hover around the places they loved in life, then may we readily imagine that the spirits of other thousands gather about us, while the quadruple crown of experience, love, joy, and faith, is placed upon the revered head of *Alma Mater*.

“Responsive to the voice of the Board of Trustees, in the name of the Alumni of Union College, far and near, old and young, we hail with satisfaction the name of the new President, and bid him a hearty welcome.

“If there is any thing in a name, or any telling virtue in blood, or in circumstances conspiring to a desired end, then we may recognize in ELIPHALET NOTT POTTER, the President elect of this College, the right man in the right place.

“We congratulate you, sir, that you now stand in this relation. We congratulate the College that such relation was within its compass. And now we may wish, for both President and College, that the mantle and spirit of Alonzo Potter and especially of Eliphalet Nott, may fall upon this man whose name combines both names, and in whom we trust the elements of both pedigrees are so mingled as to give all the world assurance of the man that was wanted. To fill the space made void by the departure of the leaders of those names, and to occupy the place so long filled by one whose talents and character made the presidency of this College a great office, was an appointment requiring wise judgment to select, and great courage to accept. We confidently look for justification of both the wisdom and the courage.

“They tell us of the Roman matron who was proud of her

distinguished sons. May not our *Alma Mater* justly exclaim what were they compared with the sons of Union College? And if these are great, how much greater the mother! If the mother honors the children, so do the children honor the mother. For over seventy years Union College has sent forth her sons, armed with the sword of knowledge and the buckler of discipline, to fight the great battle of life. If victories have been achieved by them in any field, (and the banners they have won would fill you a hall of glory, if you would but collect them), they point back to *Alma Mater* as the main spring of their power. Time would not permit, nor occasion justify, a suitable reference to the achievements of the Alumni in science, art, letters, politics, diplomacy, law, religion, journalism, material progress, missionary enterprise, or in teaching, but the record is long and brilliant and probably unexcelled by results from any similar institution. Here is proof of a kind of success which ought to be the most appreciated, a success in making the College felt all over the civilized world. Think what has been achieved during the life-time of a graduate of 1799, whom I left a few days since living on the banks of the Mississippi. The whole country, within that time, west of the Alleghanies, and south of the Carolinas gained and subdued, our rank and our rights as a nation of the first class asserted and maintained, the gospel of liberty as well as of peace sent to every nation, equal political rights and universal education established; the power of man vastly increased by discoveries in physical science, and the globe itself compressed within his grasp and made one kingdom by the use of natural forces; and in all these glorious results, the Alumni of Union College have largely shared, and to all of them largely contributed.

“Now, sir, this is glory enough for the College, and it ought to be a source of no inconsiderable pride to the state of New York. The knowledge of it ought to incite

the state to perfect and perpetuate the establishment and machinery of the College, even if the administration of it is left alone to attract students. The remembrance of it will add dignity and responsibility to your office. You will feel that you have engaged in no holiday work in assuming such direction of affairs as will assure the continuance of precisely similar results, so that Union College shall perpetuate her line of influence and her well established characteristics of achievement.

“As the masses of this country are its masters, the necessity of education continues the more imperative. The desire of it should be diffused; to a certain extent it should be compulsory; the highest perfection of it should be paid for or worked for; while the commoner sort, in which the people are most generally interested, should be sustained by common taxation, and taxation or pay, or work, being likely to secure a higher degree of interest or watchfulness is perhaps better, or more philosophical, in this relation, than charity. We are apt to appreciate most highly that which costs most. Nevertheless, education should be placed within the reach of all. The state should do its part liberally, and private endowment will surely follow the example. Scholars will not be wanting where there are great facilities, agreeable surroundings, and successful teachings. Let us elevate the standard, as well of scholarship, as of teaching and education; let us pay for these latter according to quality, and we shall find the fruit of our labors to correspond. Do not let any teacher so magnify himself, or his office, or his learning, that the student shall seek to hide himself in sheer despair. Do not tolerate any such misconception as that education consists in memorizing books. Do not permit that sort of intellectual teasing and torture of the student which is sometimes manifested, when incompetence, unable to forgive itself, takes its revenge upon the student, and drives him from college in

a frenzy of repugnance and disgust. Above all so conceal the art of teaching that the student may imagine that he is learning everything himself. Then he will recollect and rejoice at his own achievements. Let him do this, so that he shall love, and not hate, his task and his teacher.

“Then let the great work go bravely on. There is to be no intermission in it, and no substitute for it. You will find cause for redoubled energy in the history of the past, and in the demands of the future. Through patience and perseverance, new friends will be found and old ones will rally with renewed interest, and nothing that is material for support will be wanting. Let us know precisely what that is. Let us have definite and well matured plans.

I speak from experience, when I pray that you may not be embarrassed by that sort of safety which comes from too many counsellors. Confidence is essential for election, but concentration of power is indispensable to executive efficiency. Responsibility too much divided results in no responsibility at all. A large committee will shift it until it finds no resting place. ‘I take the responsibility,’ was the ready assumption of the man of iron will, and that one man power is what you will often need when, in your solitude and isolation, you are anxiously pondering the exigencies of your administration.

“The Alumni trust that you may have the art, the grace, and the success of your great progenitor. And as you will desire to be beloved and remembered by your pupils as he was and is, so may you teach and lead, with the help of an enlightened Faculty, that your Scholars may remember as though they were self taught; and, as, in the manner of it, their progress in learning may be attended by constant emotions of happiness, so the Alumni of your administration may be your pride, and their love and success your reward.

“Again the Alumni extend to you a cordial welcome, and embrace you with their good will and sympathy, confidently expecting from your advent a concentration of magnetic power that will fill the old halls with successful and happy students.”

The Hon. John V. L. Pruyn, Chancellor of the University of New York, then said :

“MR. PRESIDENT,

“*Ladies and Gentlemen* : Somewhat more than twenty-five years since, I found myself called on without notice, to speak to the large assembly, gathered at your Semi-Centennial, which embraced not only the distinguished Alumni of Union, but many from other institutions of learning, and from every part of our country, making it, I presume, the most eventful day of the College history.

“It chanced that two gentlemen who were to have preceded me in addressing those present, did not respond when called for, and it fell to me under such circumstances, to say what I best could, in acknowledgment of the compliment paid to the Board of Regents, to which I had shortly before been elected. To day I am once more called upon to take part in your proceedings, but under circumstances less embarrassing than before. Several of your most distinguished Alumni have already said to you in matured thoughts, happily expressed, almost everything that the occasion requires. It only remains to make my acknowledgments for the call on me as the Chancellor of the University, and to speak very briefly of the interest I feel in the events of the day.

“Union was the first College incorporated by the Regents, and its history and condition have always been an object of interest to the members of the Board. Recent events have called special attention to its situation and its future, and I feel sure that I express the opinion of every Regent, when I say, that the appointment of your new

President has been most satisfactory, in every point to be considered, and in their belief is the very best for the College that could have been made.

“He is young in years, but let us recollect that “wisdom is as gray hairs unto men, and an unspotted life as old age;” and if we recur to the fact that Dr. Nott, who during his Presidency of the College, earned such fame for himself and for the Institution, was, when elected to that post no older than the grandson who has succeeded him, we may dismiss as groundless any fears which may rise from this circumstance.

“Let me add one other thought. It has been supposed by some persons, that it is unwise to choose an ecclesiastic to the office of college president. But this is virtually assailing your whole history, and the unbroken practice of the past. The able men who, for more than three quarters of a century, guided your affairs, were all Christian ministers, and with such results as those brought about by the liberal teachings of Dr. Nott, (who perhaps better understood the true aims and objects of University life than any person of his day), and by the equally sound and enlarged views of his associate, and oftentimes his representative for the time being, that distinguished friend of education and noble specimen of the Christian man, the father of your President; we may feel assured that he who is now to follow those who have thus gone before him in these high duties, will in the most enlarged and catholic spirit make Union College what it was intended to be; a true Union (ignoring non-essential differences of faith and doctrine)—a true Union of all who come hither to seek its advantages on the broad basis of Christian morals and of Christian truth.”

The 2d part of the 117th Psalm was then sung by the congregation, after which the Commencement Exercises followed in the usual order.

At the conclusion of the Commencement Exercises, and in connection with the distribution of Prizes, the Rev. Dr.

Halley chairman of the Committee to Award the Blatchford Oratorical Medals, presented the following Report :

“ We have found the office assigned to us a difficult one to discharge to our satisfaction. This arises from some things peculiar to its arrangement. We are required to form our judgement solely on the merits of the pieces that are spoken without any respect to the reputation of their authors for general scholarship and talent. A similar difficulty lies in the way of judging the oratorical qualifications of the speakers, for a timid and diffident individual may fail to do justice to himself in speaking before such a large assembly and our decision may thus be rendered in favor of one who may be decidedly his inferior. In addition, the time allotted for coming to a decision on the comparative merits of the orations is so brief as to render it possible that we may be mistaken in the verdict to which we have come. To err is human, and to err under such circumstances is pardonable. Not knowing any of you, our decision must be entirely impartial. If it shall meet with general approval, we shall feel happy ; if, on the contrary, it shall be censured, remember that we had not the same materials for arriving at a judgment which you possess. The 1st medal is awarded to Andrew Webster Archibald, author of the Oration entitled ‘ All right.’ The 2d to William James Hillis, author of the Oration entitled ‘ Heroic Moments.’

“ All which is respectfully submitted.

“ EBENEZER HALLEY, CH.,

“ WILLIAM TRACEY,

“ SILAS BROWNELL.”

After which Doctor Halley proceeded :

“ And now, Mr. President, permit me to say a few words to the Students on the importance of that art which the annual distribution of these medals is intended to encourage and promote.

“ *Young Gentlemen:*

“Study to acquire a graceful elocution. Do not, like too many, undervalue it and class it among those servile and debasing drudgeries to which only an inferior intellect will stoop. It is indispensable to the success of every public speaker. Originality of thought can in the present day be the attainment of few, for almost all its hidden treasures have been explored; neither can truth be presented to a great extent, by new and brilliant illustrations; for these are nearly exhausted. Much of the success of a public speaker must now depend on repeating common place truths in a fresh and impressive manner. The difference is wide as the poles, upon an audience, of sentiments delivered with a graceful elocution and the same sentiments uttered in a cold, passionless, drawling and humdrum manner. You are all familiar with the severe training that the father of Grecian eloquence employed to excel in this art. He put pebbles in his mouth to correct a defect in his utterance, he declaimed near the sea when in a storm that he might face the tumultuous clamors of an Athenian audience and he transcribed ten times Thucydides’ History of the Peloponnesian War for its style, and its clear and comprehensive records of great national events. You know the fame to which he reached and the immense influence which by his eloquence he wielded in arresting for a time the calamities which afterwards befell his country.

“Such are the exertions to be used ere eminence can be reached. Be not satisfied with mediocrity, where excellence can be attained. Amid your varied studies see that you neglect not the art of public speaking. Whether you are aspiring to the Pulpit, the Bar or a seat on the floor of Congress, you will find the early cultivation of this to be of vast importance in future years in enlisting the sympathies and attention of those whom you address and in crowning your professional exertions with a success which they otherwise would not attain.

“ *My Christian Friends* ; This day carries me back thirty-four years when for the first time I witnessed a Commencement in Union College. Many changes have taken place here since that period. This church in which we then met has been entirely remodeled and in the place of the old sombre interior, has sprung up this beautiful sanctuary to the worship of the living God. Many of the Trustees are gone, men of distinguished eminence in position and worth. How many of the Professors have also passed away, though it rejoices me to find Professors Jackson and Foster still at their posts, and filling their respective chairs with undiminished vigor and usefulness. There is one other name that must not be omitted. I remember on the morning to which I have referred looking down from the gallery with the keen eye of a stranger, on him who presided on that occasion. I was struck with his majestic appearance, the expressive features of the face and with all his movements in which dignity, gracefulness and energy were all combined. And a subsequent acquaintance with him enabled me, like all who enjoyed his friendship, to discover, that he was a man of profound judgment, correct taste and extensive acquirements, courteous, benevolent, amiable in all his relations, generous in his feelings, the friend of youth, the patron of education, the lover of his species, the eloquent expounder of Divine truth. What a loss society sustained when he was struck down ! What a severe loss to this Institution of learning over which he had so long presided, watching it so tenderly, guiding it so prudently, and beholding its prosperity with so much satisfaction. Ever since the reins of office dropped from his hands has our College declined, and though his place has once and again been ably filled, the quickening impulse to the Institution was not given. Let us believe that the favored hour has come. We have this morning witnessed the inauguration of a new President, one who has the blood of the venerable Dr. Nott in his veins ; one who has the entire confidence and respect of the Faculty ; one whose course here for nearly a year has been

so prosperous, and one whose appointment has diffused such wide and general satisfaction.

“As he, this day, gravely unfolded the duties and responsibilities of his office, in a graceful and unassuming manner, his physique and general bearing recalled vividly the late Dr. Nott, and I was forcibly reminded of an anecdote quoted from the Parliamentary history of England. When Pitt the son of the illustrious Earl of Chatham, delivered his first speech, it so electrified the house that a number of the members went over to Burke, exclaiming ‘he is a chip of the old block.’ ‘No,’ said the eminent statesman ‘he is not a chip of the old block, he is the old block himself.’ We believe that we have secured a President who will realize the fondest expectation of his friends and of the Institution. May his administration be as long and prosperous as that of his illustrious predecessor. May the professors ever illustrate science on the principles of religion. And may this hallowed, time-honored College long be blessed among its fellows in the number of intelligent, pious youths which it shall educate, and in the revenue of glory which it shall bring to God.”

Prizes were then presented by the President, after which the benediction was pronounced by the Rev. Doctor Vermilye.



# **PRESIDENT'S REPORT.**



## PRESIDENT'S REPORT.

A. D. 1871-72.

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*To the Board of Trustees :*

The President of the College, in accordance with a recent resolution of the Board of Trustees, respectfully presents the following Report :

When notified of his election in June last, he was prevented by engagements previously formed, and not lightly to be set aside, from deciding at once the question of acceptance and from entering upon the undivided discharge of the duties of his office.

While his own preference was, that any new connection with the College should not begin until the month of January, yet yielding to earnestly expressed wishes of the Trustees and Faculty, he entered at once upon duty. During several months he was obliged to take from the discharge of ministerial labors previously undertaken, so much time as was essential to the interests of the College. Upon the expiration of parochial engagements he felt bound in return, to continue during a series of Sundays, ministrations in his former parish ; and also by pecuniary contributions in connection with the College, and by efforts in its behalf when absent, to make compensation for any lack of residence or personal service within the Institution. Regretting that there are interests of the College at times calling him to be absent from his home now established there, he would here record his indebtedness to the Senior Professor who has efficiently discharged the duties of acting President from time to time, and to the entire Faculty for their cordial

cooperation. Acknowledgments are also due to members of the Board of Trustees, and to the Alumni for the encouragement which he has received, in the midst of unsought and arduous responsibilities.

The losses which the Board of Trustees has sustained by death or resignation, are suitably referred to in another communication.

In a review of the past it is impossible not to be struck with the fact that for ten consecutive years and more, the number of students has annually decreased. Among causes which have contributed to this result, are the rise of other well endowed institutions, the diminution caused by the civil war, in the number of students coming from a distance, and the fact, that while the condition of the College has been misunderstood and its capabilities ignored or underrated, the number has constantly increased of those who seek for their sons technical or so-called professional instruction, in place of the systematic college training heretofore desired. The increase noted below is therefore at this time the more gratifying.

To the Reports printed in the Appendix he would call especial attention.

#### ENGINEERING DEPARTMENT.

The report from the Engineering Department (appended) contains the welcome statement, that the class entering this present spring term, is the largest which has entered the Engineering School since its foundation in 1845. Yet this number I believe could be doubled or quadrupled by making known to the public still further, the peculiar advantages of this School, in its library, models, instruments, training in the class room and in the field, free tuition when needed and deserved, etc. : together with the high position gained by its Graduates.

I recommend the appropriation of the very modest sum asked for by the Department. I further propose after full consultation, to readjust the studies of the Freshman

and Sophomore Classes, with reference to such substitution (either by making certain studies, elective or otherwise) as will give, by two years of preparatory study, the best advantages to younger students looking to the Engineering Course; and in the same way by making certain studies of the Junior and Senior years elective or alternate to meet certain other needs of the College Course.

One term additional to this four years' course would properly entitle the successful candidates to the degrees both of Ph.B. and C.E.

I am the more desirous that such provision be made since it will, as I understand, entitle members of the Engineering School, to equal advantages with any other class of students, in respect to free tuition.

I further recommend that a Department of Mining, designed especially for this School (while open to other students) be inaugurated in accordance with the simple plan herewith submitted. The Engineering Department is mentioned first in order, as it is first to present an increased number of well prepared students. With the new rooms now in progress of erection for this department, it has all the appliances necessary for thorough work, and a larger number of pupils.

#### DEPARTMENT OF NATURAL PHILOSOPHY.

The largest reported increase in apparatus by donations to the College, is that secured by the Professor in charge of the Department of Natural Philosophy.

In soliciting these gifts he is working, not for himself, but for the Institution, to which all donations solicited by him, belong. He earnestly seeks to bring his Department in point of equipment up to the advanced standard of the present day; and we may well most earnestly recommend to the liberal regard of the Alumni and friends of the College, the work which is thus being carried forward. His report embraces names of contributors, and a list in detail of the

Apparatus, etc., added. It will be found together with other reports in the Appendix.

#### DEPARTMENT OF NATURAL HISTORY.

The Professor in charge, reports the additions to the Zoölogical collection since 1869 as exceeding 2,000 in number. The report presents a list in detail and several important suggestions. The liberality of the Alumni and of the friends of the College may well be directed to this department, which will also soon have admirable rooms for its Museum, Recitations, etc. The erection of the new Chapel now in progress will enable us to devote the Hall of Natural History to its intended uses. I should be glad could the Department secure the appropriation requested.

#### DEPARTMENT OF CHEMISTRY.

The Professor of Chemistry reports improvements in the Laboratory, and states the needs of his Department and of the important branches of study entrusted to his charge. He also submits a plan for the suggested Department of Mining, which as far as is practicable, it is proposed to carry into immediate operation. A small sum (\$150) is asked for, to supply certain maps needed in teaching Physical Geography. A visit to the Laboratory will show the decided improvements lately made, the nature of which the Professor explains in his report. In the same building and well worth a visit, is the Natural Philosophy Collection. In the opposite building is to be seen the Collection next referred to.

#### THE WHEATLY COLLECTION.

The Professor of Chemistry gives in his report upon the valuable Collection presented by the late Edward C. Delavan, Esq., a detailed statement of its condition and present needs, which calls for and deserves attentive consideration and a

liberal response. The Collection purchased for ten thousand dollars, is now estimated as exceeding thirty thousand dollars in value.

#### DEPARTMENT OF ETHICS AND CHRISTIAN EVIDENCES.

While, as the name and chartered title of Union College implies, sectarian influence is not desired or furthered, yet it is believed that the instruction which we here purpose, (in the branches above named) is none the less explicitly and earnestly Christian. No effort will be spared to make its influence deep and abiding. Text books as well as Lectures are here essential. In addition to Lectures upon Christian Evidences, I have used *Butler's Analogy* in teaching during the past year; but with reference to text-books in this and in other departments, it is proposed to make a fair trial before asking their formal introduction into the Course of Studies.

#### DEPARTMENT OF ANCIENT AND OF MODERN LANGUAGES.

The work that is earnestly and intelligently attempted in this Department meets the hindrance of insufficient preparation. Students for the Scientific Course often lack preparatory training in Modern Languages; and in Classical Studies it were well could one leave to preparatory schools, much of what has formed a part of the usual course in American Colleges. The paper read by Dr. Tayler Lewis before the University Convocation, and requested by that Body for publication (extracts from which will be found in the appendix), presents it is believed the true position with reference to Classical studies. The title of the paper gives the conclusion of the argument.

With certain simple readjustments in the order of teaching, and lectures, we have here admirable facilities for instruction in the Latin, Greek and Oriental languages and in preparatory training.

Your attention is asked to the suggestions made in the

report of the Professor of Modern Languages to be found in the Appendix, which I trust will receive merited and thoughtful consideration.

#### PREPARATORY DEPARTMENT.

In connection with the needs of the Department of Languages, it should be noted that while the College is represented in a department of our Union School, it yet needs a more complete arrangement for preparatory training than has been thus far attainable. Steps are being taken towards supplementing our present facilities efficiently, and if possible, promptly. The subject is one in which the citizens of Schenectady and its vicinity as well as the representatives of the College are vitally interested.

#### DEPARTMENT OF HISTORY AND LITERATURE.

I ask your attention to the fact that the comparative value of the study of History has been overlooked.

Rhetorical studies and more especially rhetorical exercises, are engaged in, by the students with evidently increasing ardor. The report to be found in the Appendix, presents several valuable suggestions. In view of the need of a Reading Room, and a collection of books of reference, it is hoped that money so lavishly expended in self-indulgent luxury, may be furnished with liberality, for these admirable, and most useful objects. The report gives a clear insight into the working of the prizes already established, and claims that in view of their stimulating effect, additional ones might well be founded.

History, and especially American history, has been hitherto neglected in the assignment of studies. I have this year reintroduced the study of the Constitution of the United States in the Senior Class; purposing speedily to secure a complete course in History, by means both of recitations and lectures. The proposed arrangement of elective studies will make this practicable. But ultimately we should have,

in view of the needs of Journalists and others, a distinct course in Literature, with an appropriate degree. With a larger number of students the College would need an additional Professor in charge of this Department.

#### DEPARTMENT OF LAW.

The establishment of a Law School connected with the College, was a design cherished by Chancellor Kent and later by Chancellor Walworth. Prominent members of the Bar have expressed their approval of prompt action in this direction, and have promised their personal aid. I recommend the appointment of a permanent committee to take action in the premises.

It is important that Undergraduates should receive instruction of a practical nature in the Laws of their Country. By means of a text-book and lectures, instruction of this character has as far as practicable been given during the past year. The Resident Graduate for whose gratuitous labors we are indebted, has received the unanimous and grateful acknowledgment of those thus under instruction.

#### UNION UNIVERSITY LECTURE COURSE.

We have promise of assistance here from eminent men not in residence. We only lack the needed donation or appropriation. Before the days of rail roads, Colleges needed to congregate about a common centre, in order that, while each was complete in itself for its subordinate work, all might participate in the enjoyment of special lecture courses, and other like advantages. But now the telegraph may summon, and the rail roads bring within the reach of each separate Institution, many of these advantages before dependent upon centralization. Possibly fifty years hence, population continuing its present rate of increase, it will be found, that our numerous and scattered Colleges have not been less useful, than if they had been congregated

about one or two conspicuous centres; since many different communities have thus enjoyed the presence of literary institutions. Wishing God speed to all, may we not believe that there is an important work for each? But if there be danger in the multiplication of new and struggling institutions, it is to be remembered that the foundation of Union College, upon which we are called to build, dates back to the previous century.

Should it be said that Institutions heretofore known as colleges must advance and become akin to universities abroad, or must fall back to fill, as higher academies and technical schools, positions of important but more restricted usefulness, the reply is, that the future of this Institution should not belie the ideal entertained in the past.

Its endowments and traditions demand that it should be eminent for usefulness among the leading colleges; or, if a much abused title is to prevail, then that Union University should hold equal rank with other universities so called. Yet many like the old name, and think that of university, as used in this country in some measure unmeaning, if not deceptive. This Institution has a valid claim, not only upon its alumni and friends, but upon the state, whose representatives are members, *ex officio*, of the Board of Trustees.

#### THE LIBRARY.

While the College has a valuable collection of books, yet, all things considered, the condition of this department is lamentable. There is little encouragement to the Librarian to complete the Catalogue and to seek additions, when many volumes are packed away for want of space, and when the provision as to library room, etc., is neither safe nor permanent. Were there a secure place for their keeping, we could readily obtain a noble collection of books, open both to students of the College, to residents of the city and neighborhood, and under certain restrictions to the public at large. Here surely should be the centre of educational influence

and of literary culture. We have an admirable site for a structure detached from the other buildings, conspicuous, and accessible. A gift of some twenty-five or thirty thousand dollars would secure an indestructible building, susceptible of additions when necessary by wings. As a perennial source of blessing it should bear the name and perpetuate the memory of the donor. The same may be said of the needed Boarding Club Building, corresponding to the Library in style, and in symmetry of situation, as related to the central building.

#### TREASURER'S REPORT.

The Treasurer reports that, notwithstanding economical management, expenses are yet in excess of income. As expenses cannot well be reduced, there is evident need that the work of Endowment be pressed forward. By direction of the Finance Committee, and for the purpose of increasing a Student's Aid Fund, the Registrar will, as far as practicable, keep in communication with those who have received, or may hereafter receive aid, in securing their education. The College has great need, as has been elsewhere indicated, of funds for the relief of necessitous and deserving students, who are often unable to pay the cost of board, clothing, etc. Numbers are lost to us, and others endanger their health in the struggle. It is not here necessary to take up matters of finance in detail, as they are further considered under the head of Endowment, and as they are clearly presented in the Treasurer's Report. Lands "held for a rise," may increase in value, but considering the cost of development, taxes, loss of interest, etc., is the accruing profit likely to be greater, than the increase in amount of an equivalent sum of money, placed at compound interest? I question if it be right, even with such an end in view, to set aside funds designed for the annual use of the College, and at a time when it is injuriously cramped in its resources (I refer to the deficit noted in the Treasurer's Report)

although, in some indefinite future, its income should thereby be considerably augmented.

Fees for tuition and room rent should soon be raised to an amount more nearly equivalent to the cost of what is given in return; while they should be remitted (in whole or in part) in all cases where there are need and desert.

I recommend that legal forms of Bequest and Donation be procured by the Treasurer to be hereafter printed upon documents prepared for circulation.

#### ENDOWMENT.

In addition to its parks, buildings, prizes, etc., and to its moderate free tuition and professorial funds, the Endowment of the College is mainly comprised in what is known as the Nott Trust Fund. This fund is confined to specific uses, and at best, as will be seen by the Treasurer's Report, is insufficient to support those expenses of the College (even upon its present basis) now necessarily charged to its account.

The evident design of this endowment was to add special Lecture courses, and other like advantages to those which were already possessed by the College. But the increased cost of living and the necessary increase in salaries, current expenses, etc., together with the expenses involved in developing the lands at Hunter's Point, render it evident, that the experience of the past will, in the main, be that of the future. The nominal increase in the value of the said endowment is fully compensated by the increased cost of all things which the College needs. If (in addition to those provided during the Donor's life, and by this endowment), signal and superior advantages are to be possessed by the College in the future, beyond those of the present or the past, then we are forced to the following conclusions. Considering the condition and the amount of this Trust and of all others yet received, and comparing them with the magnificent sums in grants, donations, and bequests now being received by other leading Institutions, multiplying

vastly their facilities *each year*, Union, not to be left far behind, *must receive as supplemental to her present foundation, gifts and bequests in some measure correspondent to her needs and to the number and ability of her friends.*

The first one hundred thousand dollars of the new Endowment may be regarded as provided for. But apparatus, previously ordered or (as soon as practicable) to be secured; and buildings and improvements (during the present year), completed or now in progress, will require the expenditure of the whole amount.

There are many pressing needs which have not yet received attention. Permit me to suggest that leaving the Endowment first projected and above referred to, in the charge of those to whom it was at the outset entrusted, we now advance to secure, as a further endowment, a second sum of one hundred thousand dollars, by assigning to Agents appointed, or to each Alumni Association, some specific sum or object (which the latter may elect), upon which to concentrate efforts and contributions.

In times past, where subscriptions or implied promises have been made in our behalf, the propriety of prompt collection has been overlooked, causing a loss of "interest" *in* as well as *to* the college; and a diminution of the principal of the subscription, if not of principle on the part of the subscriber. Words of encouragement, and implied pledges are surely not less binding in honor, than are actual subscriptions, in law. But time often effaces the memory of good intended, if it be not promptly achieved.

The following are prominent among *immediate needs*; and are therefore mentioned in connection with the subject of endowment:

- 1st. A fire-proof Library building.
- 2d. A Boarding Club building.
- 3d. A remodeling of old buildings, etc.
- 4th. A Gymnasium.
- 5th. Scholarships and fellowships bearing the names of donors, designed for deserving and necessitous students,

and yielding aid in addition to free tuition and room rent now given.

6th. Foundations for special lectures, prizes, etc.

7th. Gifts for memorial windows, organ, furniture, etc., for the new chapel.

8th. Books, maps, apparatus, and other objects named in Reports of Departments together with additions to the Museums.

#### THE ALUMNI ASSOCIATIONS.

From the Senior Professor we learn much of interest and importance with reference to the meetings of the Alumni. Their filial ardor has been enkindled to good purpose, as appears in many cheering resolutions, and will doubtless take shape, in the future, in substantial benefit to the College. Their meetings and greetings encourage us in our work. I recommend that each Alumni Association take up some one definite object, or set of related objects, upon which the efforts and contributions of the members, may be concentrated.

#### CURATORS OF COLLEGE PARKS AND BUILDINGS.

A Committee on College Parks was appointed some years since in connection with an offered donation. Substantially, the same committee is herewith appointed by the President of the Board, and denominated Curators of College Parks, Grounds and Buildings, in view of suggestions accompanying the increase of the sum first offered.

The donation above referred to, will now be doubled and applied immediately to another object, upon compliance with certain conditions. The plan will secure the perpetual care of the College parks and buildings by the appointment of the said Curators, and the setting off of certain out-lying real estate, to form the necessary fund, and the marking out of lines including one hundred acres, within which the parks are to be developed. Dr. Jackson

has offered his valuable assistance and the names of the other Curators fully guaranty the faithful performance of the work now undertaken. Confining our efforts within reasonable limits, a very moderate outlay will give us, it is believed, parks unrivalled and long ago projected as most appropriate if not essential to the Institution. To our present buildings and all new buildings will be thus secured perpetual supervision and repair.

In the development of the real estate, more particularly the portion assigned to the Curators for sale, unusual facilities would be enjoyed, the Engineering department being fully competent to render all needed service. Accounts would be kept and documents prepared in the office of the Treasurer and Registrar, thus giving additional employment the need of which (in consequence of diminished numbers) has been felt and expressed.

Upon application from several of the Departments and from Students, I recommend the introduction of water to the College buildings, and to the Professors' residences, where desired; so also the introduction of gas, and all other improvements needed, as promptly as may be practicable.

#### BUILDING AND IMPROVEMENTS NOW IN PROGRESS.

The educational needs of the future as well as of the present age, in many parts of our rapidly growing country, are being providentially anticipated. Union stands almost alone in lacking, until very lately, evidences of that liberal regard, manifested elsewhere during recent years in the foundation or endowment of many educational institutions.

Although many years have elapsed, the first expenditure at the College of a gift, since that of the late Mr. E. C. Delavan, of equal amount, is here recorded. It has been expended as directed in adding one to the number of residences for members of the Faculty. It is proposed that each donation bear the name of the donor, and thus with this residence now completed and occupied.

Next in order of progress comes the great Central Building. Under the direction of the Architect appointed some years since by the Alumni, it stands upon the old foundations. Conforming in general to the original plan, it will furnish ample work rooms, offices, etc., on the ground floor. In the stories above, it will give needed accommodation to the Engineering department of the College, and afford also a beautiful Chapel, and a large Lecture room and Museum, as well as a room for the debates and banquets of the Alumni. Two Graduates of the College unite (upon the fulfillment of certain simple conditions) in furnishing the amount (\$40,000) required to put the building under roof. With other liberal offerings the Institution could be grandly equipped for her work.

The labor of remodelling and improving the old buildings, etc., has begun and will be continued as funds may be provided. Graduates may be interested in contributing to renovate their old rooms, sections or colleges.

In this connection it should be recorded, that the students have, by a unanimous resolution, expressed their determination to manifest and encourage respect for, and appreciative care in the use of, the added advantages proposed; including all future improvements in the College grounds and buildings, etc.

#### CONCLUSION.

I defer to some future year and until experience shall have ripened, the extended discussion of topics which otherwise might with propriety have been presented here. Not to be misunderstood however, let me say that education is, in my judgment a thing apart from, and superior to, its mere appliances. These appliances, however, must improve as society advances in culture and wealth. Topics of study must be modified and arranged, in correspondence with the needs of those seeking education. In accordance with this principle Union College was early in the field with Elective and

Scientific Courses. But departments of study the most varied, buildings and endowments and gifts the most numerous and ample, are but tools, necessary for, yet subordinate to, a superior end. That sublime end, we shall, by God's help, endeavor to pursue. It forbids us to seek numbers as of first importance, or a transient and delusive success, at the expense of the permanent welfare of the Institution and its pupils. In receiving the formal charge of the College at my inauguration, its total number of students scarcely exceeds that of a single class in the days when some of us were students. A decline, long in progress cannot immediately be arrested; and in any case there are other objects attainable and of superior importance. The Examiners who have in recent years reported the results of their observations, testify to a steady advance in the standard of scholarship and discipline. Improvement in whatever is of real and lasting value: *for this*, we are all earnestly and unitedly laboring. We deprecate, then, impatience for results merely numerical; we ask all friends of the Institution and of Education to aid us in advancing the cause of sound learning and religion, as well as in adding to the number of those who shall enjoy these educational advantages.

In closing this formal report, I would record my appreciation of the honor conferred upon me by the election of the Board of Trustees, and its endorsement by the Faculty, the Alumni, and the friends of the College.

Emotions deep and tender are stirred, by memories which rise unbidden, and by the sacredness of the ties which bind me to my post. In accepting the trust under a sense of responsibility at times overwhelming, I rely upon the Divine Source of all strength and wisdom; and turn confidently to the officers and friends of the Institution whose assurances of cooperation have been most cordial.

Founded in 1795, the College has already entered upon the last quarter of its First Century. May the Centennial Celebration disclose facts honorable to all who are related to our Alma Mater, and to Educational interests. The Institu-

tion cannot die: its present Endowments, though insufficient for its needs, are yet of such a character as to justify the prediction of its long continuance. Let us give to it, then, a generous and healthful life. Let no possible personal effort, and no reasonable amount of liberality be wanting, to impart to it enduring and ever increasing usefulness and prosperity. May the record of facts prove that we have all left our lasting mark for good, upon the career of an Institution for whose welfare we are each, in some measure, responsible.

Signed,

ELIPHALET NOTT POTTER,

*President.*

Union College, May 20th, 1872.

## APPENDIX.



## APPENDIX.

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### I.

In compliance with the Resolution of the Board of Trustees, the President's Report was submitted in May. The request that it be printed in advance of the Annual Meeting of the Board was had in view. Its issue notwithstanding has been delayed awaiting modifications in the Reports of Departments. The following are the Committees appointed by the Senior Member of the Board of Trustees :

To the Finance Committee, are referred all requests for appropriations, etc.

To the Rev. Dr. HALLEY, JAS. BROWN, ESQ., HON. R. M. BLATCHFORD, are referred the suggestions as to instruction in History, etc. ; the needed Library Building and Boarding Club Building ; and improvements desirable in the old building.

To the HON. PLATT POTTER, HON. WM. F. ALLEN, HON. WM. W. CAMPBELL, are referred the suggestions as to Instructions in Law, the Law School, etc. ; with the request that they will report as to the eligibility of persons non-resident in the state to membership in the Board of Trustees.

To the committee named as Curators, namely, the REV. DR. BACKUS, PROF. JACKSON, S. T. BENEDICT, ESQ., HON. C. C. NOTT, HOWARD POTTER, ESQ., J. H. WARREN, ESQ., the PRESIDENT of the College, *ex-officio*, is referred the carrying out of proposed improvements of College parks and buildings, upon the consent of the Board to the pending arrangement.

To the PRESIDENT, E. WINSLOW PAIGE, ESQ., J. A. DE REMER, ESQ., DR. BACKUS, the Preparatory Department.

To the Trustees elected by the Alumni and to the Officers of the Alumni Associations are referred all suggestions as to Endowments.

The above comprise the committees thus far appointed under the resolution.

## II.

*Report of the Engineering Department.*

Schenectady, N, Y., May 29th, 1872.

To E. N. POTTER, D.D., *President of Union College* :

In accordance with your request I respectfully submit the following report concerning the condition and wants of the Civil Engineering department.

The number of students is increasing. The class which entered the present term is the largest that ever entered the department.

The preparation of those applying for admission is better than in previous years, and the work by the students, both as to quantity and quality, is fully up to the high standard heretofore required.

The engineering library contains about two thousand volumes exclusive of pamphlets, and about one thousand drawings. The engineering students have access to the library for reference and study, and its value can scarcely be overestimated. In order to keep up the library with the advance of science, and to render it still more useful, it is very desirable that a certain sum should be appropriated yearly for the purchase of new books. Cost of books most needed at present, \$50. The engineering students support a reading room, and keep it tolerably well supplied with scientific periodicals.

The collection of models in descriptive geometry and stereotomy is very complete. The most important part of these is what is known as the Olivier Collection.

“This consists of about fifty models, representing the most important and complicated ruled-surfaces of descriptive geometry, particularly warped or twisted surfaces.<sup>1</sup> Their directrices are represented by brass bars, straight or curved, to which are attached silk threads representing the elements, or successive positions of the generatrices of the surfaces. Each of these threads has a weight suspended by it so as always to make it a straight line. These weights are contained in boxes sustaining the directrices and their standards. The bars are moveable in various directions, carrying with them the threads still stretched straight by the

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<sup>1</sup> The description of these models is from Prof. Gillespie's Catalogue.

weights in every position they may take ; so that the forms and natures of the surfaces which they constitute are continually changing, while they always remain 'ruled-surfaces.' In this way a plane is transformed into a paraboloid, a cylinder into a hyperboloid, &c.

"These models were invented by the lamented Theodore Olivier, while professor of descriptive geometry at the *Conservatoire des Arts et Metiers*, in Paris.<sup>1</sup> One set of them is now deposited there, and a second is in the Conservatory of Madrid. Copies of some of them are to be found in most of the polytechnic schools of Germany. The Union College set is the original collection of the inventor, having been made in part by his own hands, and after his death in 1853, retained by his widow till bought from her by Professor Gillespie, in 1855. It is more complete than that in the Paris *Conservatoire*. It may be worth noticing that the silvered plates on the boxes, reading '*Inventé par Theodore Olivier*,' &c., were added by Madame Olivier, after the purchase, at her own expense, as a tribute to the memory of her husband ; her own words being '*Je tenais à ce que chaque instrument portât le nom du savant dont la reputation passera à la posterité.*'

"At the funeral ceremonies of M. Olivier, these models were thus spoken of by M. Peligot: 'The Conservatory owes to M. Olivier a magnificent collection of models in relief of descriptive geometry ; models lending themselves with a marvellous facility to the geometrical generation of surfaces, and facilitating in the highest degree the teaching of that science. These models may be considered as the creation of our colleague. Gaspard Monge has indeed made some models of silk threads, at the time of the foundation of the Polytechnic School, but these were fixed and invariable in form, as were also those afterwards executed by Brocchi. From 1830, M. Olivier had thought of having constructed for his lectures models of silk threads which should be *moveable*, so that the surface represented by the model could be modified in its form, and so too that one surface could be transformed into another of a different kind. This project he executed for the Conservatory with admirable care, economy and patience. This collection, unique in

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<sup>1</sup> Of him, his successor (M. De la Gournierie) writes, "The recent advances of descriptive geometry are almost entirely summed up in his labors."

its kind, is assuredly one of the most precious of the Conservatory, and is envied by all the foreign professors who come to visit our galleries."

"Among the most remarkable peculiarities of these models is their experimental demonstration of various important theorems of Higher Geometry; as also their suggestion of greatly enlarged views of the near relationship of seemingly dissimilar geometrical forms, if not their essential identity; since the movements which the various parts admit, cause one surface gradually to pass into another as in a 'dissolving view;' so that, for example, a plane is seen to be only a particular case, or 'limit,' of 'a hyperbolic paraboloid; a cylinder and a cone to be only extreme cases of 'a hyperboloid of one sheet,' &c.

"At the same time the singular beauty of form and color which the models possess, arouse the admiration of those entirely ignorant of their mathematical attractions."

The other models in this section are :

Prof. *Bardin's* (Paris) plaster models (seventy) of the INTERSECTIONS of prisms, pyramids, cylinders, cones, &c.;

*Schroeder's* (Darmstadt) models (twenty) of elementary DESCRIPTIVE GEOMETRY. The planes of projection are in wood, and the lines and surfaces in metal;

STONE CUTTING models, (twenty) in plaster, selected from those of *L'Ecole Polytechnique*, Paris;

Prof. *Bardin's* models, (ten) in plaster, of OBLIQUE ARCHES.

Groined and cloistered arch models (ten) in wood and plaster, models of structures in stone, consisting of bridges, culverts, &c.

Of the other models in the collection the principal ones are these :

French and German plaster models (ten) for TOPOGRAPHICAL MAPPING, showing the contour lines, hatchings, shades and colors;

The five orders of ARCHITECTURE, from *L'Ecole des Beaux Arts*, Paris.

Mr. Doyne's DYNAMOMETER BRIDGE-MODEL, showing the increase of the vertical strain from the middle of a bridge to the ends;

Models of existing railroad bridges on various systems.

Models of roof trusses, arranged for using the dynamometer to show the different stresses; models of fortifications, illustrating Vauban's system; a model of Mont Cenis Pass in plaster.

The following are the principal field instruments : An engineer's transit ; a solar compass ; a prismatic compass ; a surveyor's compass ; a Y level, and other patterns, known as Troughton's, Egault's, Lenoir's and Burnier's ; a sextant ; a quadrant ; and a barometer.

The additions to the apparatus during the past year were : A marine chronometer, made by Dent, London..... \$200.00

Drawing instruments for class room..... 15.00

Total..... \$215.00

Several of the field instruments need repairing. Probable cost about \$50.

The additions to the apparatus which are most needed are a surveyor's transit, and a plane table of the pattern used on the United States coast survey.

The need of more commodious and suitable rooms for the accommodation and preservation of the instruments, models, &c., belonging to the department, is very urgent. The rooms now used are not large enough, and are otherwise unfitted for the proper care of the apparatus, drawings and books contained in them. A recitation room with more black board surface, and a suitable drawing room, are also very much needed. The proposed two years preparatory course will enable students in the scientific course to enter with still greater advantage upon the course in engineering. It is desirable that engineering students should, equally with students in other departments, enjoy the advantages of free tuition when necessary, etc.

As an index of what the school has done, and the positions taken by its graduates, reference is made to the catalogue of alumni accompanying this report.

Respectfully submitted,

C. STALEY,

*Professor of Civil Engineering.*

### III.

#### *Report on the Department of Natural Philosophy.*

During the last two years important additions have been made to the apparatus in this department. These additions have been furnished partly from the funds of the College, but chiefly from money

generously contributed by several graduates of the College. The gentlemen who have contributed for this object are :

NAMES.	CLASS.	RESIDENCES.
Wm. H. H. Moore.....	1844 .....	New York.
Wm. A. Whitbeck.....	1846 .....	do
Hon. C. N. Potter.....	1842 .....	do
Howard Potter.....	1846 .....	do
S. B. Brownell.....	1852 .....	do
H. R. Pierson.....	1846 .....	Albany.
Lemon Thompson.....	1850 ....	do
Hamilton Harris.....	1841 .....	do
Hon. A. H. Rice.....	1844 .....	Boston.
Henry C. Potter.....	1841 ....	East Saginaw, Mich.
Hon. R. Earl.....	1845 .....	Herkimer.
A. E. Stevens.....	1840 .....	Dayton, Ohio.

The cordiality with which these contributions, making a total of about \$5,000, have been made, is most gratifying, and for the greatly increased means of experimental illustration thereby secured, the thanks of the College and of myself are specially due.

The new apparatus has been obtained mainly from London and Paris. Some of the pieces for illustrating several branches of natural philosophy may be enumerated :

*In Electricity.* Thompson's divided ring electrometer ; Do reflecting galvanometer ; Wheatstone's bridge ; British Association standard unit of resistance ; positive and negative electrophorus ; Holtz machine, by Ruhmkorff ; Grove's galvanic battery of 40 elements ; small induction coil, giving spark of 2 inches, by Ruhmkorff ; large do with interruptor giving spark of 17 inches ; battery of 4 jars *en cascade* for the large coil ; Chester battery of 8 large elements for do ; Bunsen galvanic battery of 60 elements ; Foucault's electric lamp ; collection of Geissler tubes ; magneto-electric machine ; Morse register ; and relay magnet.

*In Light.* Porte lumière ; Duboscq's magic lantern, adapted to the use of either the electric or lime light ; Marcey's sciopticon ; complete photographic apparatus ; circle for demonstrating the laws of reflection, refraction, polarization, etc. ; Duboscq's apparatus for projecting upon a screen all the phenomena of double refraction and polarization ; solar microscope with collection of objects ; prism for the limiting angle ; equilateral flint glass prism ; hollow prism with

compartments for different liquids ; polyprism ; mounted achromatic lens ; three bisulphide of carbon lenses ; total reflection fountain.

*In Heat.* Ruhmkorff's thermoelectric multiplier and pile ; line pile for showing calorific spectrum ; collection of plates for diathermaney ; apparatus of Despretz for conduction ; apparatus of Gay Lussac for tension of vapors ; apparatus of Senarmont for the conduction of heat in crystals ; thermometer with reservoir ; weight thermometer ; wet bulb hygrometer ; Breguet's metallic thermometer ; differential thermometer ; apparatus of Tralles for maximum density of water ; set of balls of different metals for specific heat ; fire syringes of brass and of glass ; Regnault's hypsometer.

*In Acoustics* — From König of Paris : Mouth pieces of several instruments ; model of locomotive whistle ; set of 10 diapasons with resonant cases ; set of 19 Helmholtz resonators ; double sirene of Helmholtz ; five diapasons with resonators for the vowel sounds ; large soufflerie for organ pipes and sirene ; sixty-four organ pipes for demonstrating theory of vibrating air columns ; sonometer with 8 cords ; apparatus of Melde for vibrating cords ; König's new apparatus for interference, shown by manometric flames ; sets of plates for acoustic figures ; ear and speaking trumpets ; Dr. Auzoux's models of the ear and the larynx ; beautiful wire coil for showing the mode in which both light and sound waves are propagated, presented by Blake Brothers, of New Haven, Conn.

An order for the payment of duty and freight on the apparatus purchased has been given by the Board of Trustees, so that the money contributed may be employed in the purchase only of apparatus.

To facilitate the use of the apparatus in experiments the college has also provided a set of supports, variable in height, two tanks lined with lead for battery fluids, two gasometers for oxygen and hydrogen and three large and handsomely finished walnut tables for the apparatus room.

For this as well as for the chemical department there is greatly needed a supply of water and gas from the city works. There are also needed new seats for the lecture and some improvements in the apparatus room.

While the apparatus in several of the branches of Physics has been already largely increased, no one of these branches is *fully* equipped, and for other branches nothing has yet been done. To complete the

work so well begun, it is estimated that the following sums will be required:

For Pneumatics.....	\$ 300
“ Heat .....	800
“ Mechanics .....	1,200
“ Electricity.....	200
“ Acoustics.....	500
“ Optics .....	2,000

This sum of \$5,000 in addition to the amount already received or promised will, it is believed, place the department so far as regards the means of instruction in a very satisfactory condition.

Respectfully submitted,  
JOHN FOSTER.

To Pres. E. N. POTTER, D.D.  
May 22, 1872.

#### IV.

##### *Department Natural History Report.*

The additions to the Zoölogical Collection from 1869 to the present time are as follows :

Vertebrata, No. of Species, (about).....	300
Articulata, “ “ ( “ ).....	174
Mollusca, “ “ ( “ ).....	1,594
Radiata, “ “ ( “ ).....	104
Fossils, “ “ ( “ ).....	150
	<hr/>
	2,322
	<hr/>

By far the greater number of species are represented by numerous individuals, which will, hereafter, be available for exchange. About one-half of the mollusca, with a number of bird skins, were presented by the Smithsonian Institution; the remainder have been obtained by collection. These specimens, with few exceptions, have been identified, and all have been arranged and catalogued. The old palæontological collection (N. Y. State fossils) has also been worked up and catalogued. I propose, in case the plan meets your approval, to prosecute the collecting assiduously for a few years, (three or four)

without making exchanges. We shall then have on hand an amount and variety of material, which will make it possible for us to obtain more favorable exchanges than at present, and, in addition, the work will be much simplified. In order to successfully and effectively conduct collecting operations, and to purchase the books necessary to the identification of specimens, at least \$500 will be required for the ensuing year. The principal expenses are for alcohol, zoölogical bottles, boat hire (during the summer), dredges, dredge nets, and especially for books. Works on natural history are quite expensive, and, unfortunately the College library contains but very few of them. If an appropriation of from \$500 to \$800 a year can be made for the next three or four years, I can promise to put the natural historical collections and library on such a footing as will satisfy yourself and the trustees that the money has been well expended, and that it is desirable to increase decidedly the yearly appropriation for the department. It is proposed to publish hereafter an annual report on the condition of the natural historical collections, giving additions in detail, with names of collectors, donors, &c.

In Physiology we ought to have a manikin and some accessory preparations, which will cost from \$600 to \$1,000. These are really necessary to make this instruction in the study as efficient as it ought to be.

Permit me, in conclusion, to respectfully request you to recommend for the general expenses of the Department the amount specified (from \$500 to \$800), and to take the other matter (Physiology) into consideration. I might add that when once the manikin is obtained, Physiology will *cease asking for money*.

Very Respectfully,

TO DR. E. N. POTTER,

H. E. WEBSTER,

(*Adjunct Professor Natural History*).

May 17, 1872.

## V.

### *Report of the Professor of Analytical Chemistry and Teacher of Physical Geography.*

*To the President of Union College:*

During the past year some improvements have been made in the laboratory, and rooms appropriated to the chemical department. A

new chimney enables us to use the north-east side of the building, with the water baths, furnaces, etc., which were before useless. I have within a few days erected a new assay furnace which I hope will prove very useful to the department. It is according to a plan of my own by which I am able to obtain the highest temperature which we are likely to need in the laboratory, viz: the melting point of cast iron, while by a continuous flow of coal I keep the temperature uniform. By an arrangement of the draught I can moderate the fire so that very little coal is burned when the furnace is not in actual use, at the same time fire will hold from day to day without personal attendance. At a few minutes notice the furnace can be brought to full heat. I am happy to say that the furnace has cost the College but a few shillings, Messrs. Keep & Bell, two of our graduates, having furnished both shell and fire brick. I am personally indebted to them both for valuable suggestions.

The principal needs of the laboratory are water, and gas. The supply of water is often insufficient, and must be all pumped up by hand by means of a small force pump. This takes up the time of the laboratory servant which could be used to much better advantage.

Gas is almost indispensable, its absence stamps the laboratory as far behind the times. We use every year over \$100 worth of alcohol. It is probable that gas would cost much less. We also need some platina vessels and new apparatus.

As helps in teaching physical geography, some wall maps are needed, I think \$150 could be spent to great advantage. We are well supplied with nautical maps, charts, and books, the Hon. Roscoe Conkling having presented the College with most of those published by the United States Government.

The study of chemistry was made obligatory upon the engineers some time since; some knowledge of this branch being regarded as necessary for a thoroughly educated engineer. During two terms for a few hours each week, these students practice in the laboratory. As I now have a furnace of sufficient capacity, I propose that hereafter they spend their second term in assaying, in the estimation of fuels, and in other practical operations.

During the winter term, Prof. Webster proposes to give the engineers a course of lectures on stratigraphical geology, accompanied with practice in the determination of building stones, &c.; the class will then receive instruction in mineralogy, with practice

in the detection of minerals by the blow pipe, &c. For this we have ample means in the Wheatly Collection. In addition I would propose giving a series of lectures on the phenomena of veins (of useful ores). Now, were a course of lectures on mining, machinery, and one on the exploitation of mines added to our course in engineering, we would have all the teaching that is usual in our mining schools. While these lectures could be given by the professor of engineering we should yet need models and drawings, together with suites of ores and specimens of accompanying rocks.

Respectfully,

MAURICE PERKINS.

## VI.

### *Report of the Curator of the Wheatly Collection.*

#### *To the President of Union College :*

In the year 1857 Mr. Delavan purchased from Mr. Wheatly the collection of minerals and shells now on exhibition in the room over the temporary chapel, and presented it to the College. The collection was arranged by Prof. J. D. Whitney, the finer specimens being placed upon the shelves, and the others arranged for exchange for other minerals or for sale. I do not know the number of minerals at first placed upon the shelves; there are now, however, about 4,000. The duplicates were exchanged, as opportunities offered, for minerals which supplied wants of the collection; the specimens so obtained being placed upon the shelves. Thus from year to year our stock of duplicates has diminished until at present we have so few, and these so little desirable, that for the last year we have not been able to effect any exchanges. Further advance or improvement is thereby precluded. This is the more to be regretted since the excellence of the collection is well known, there being many specimens in it which have no superior either in this country or in Europe. The collection needs a settled income that it may always be known in the market as a purchaser. Also that excursions may be made and minerals obtained in the field.

I have catalogued all the minerals and arranged them in the order of Dana's New Mineralogy, the accepted authority in the science. A copy of this book is kept in the cabinet. Marginal numbers in it show the student whether the species desired has any represent-

ation upon the shelves, at the same time referring him to the catalogue which points out its place.

The visitors of the cabinet are Rev. J. C. Backus, D.D., Albion Ransom, J. S. Delavan, and C. M. Wheatly, Esqrs. (the latter elected in 1871 to fill the vacancy occasioned by the death of Mr. Delavan).

Herewith I enclose the trust deed of Mr. Delavan to the College, premising that the collection is worth more than three times the price paid in 1857.

Respectfully,  
MAURICE PERKINS,  
*Curator Wheatly Collection.*

## VII.

*Classical Study.*—*There should be more of it in our Colleges, or it should be abandoned.*

BY PROF. TAYLER LEWIS, LL.D.

From the tone of our most popular newspapers, a stranger would be led to infer that one of the chief evils of our land was a plethora of Latin and Greek. One would think from the outcry, that we were in the utmost danger of becoming a nation of book-worms and pedants, or that our colleges, instead of fitting our youth for future congressmen or editors, or railroad managers, were only teaching them to make Latin verses, or to translate Greek choral odes. But how is the fact? This extreme attention to classical culture ought certainly to manifest itself in some way in our public bodies. We ought to see striking evidences of it among the men who have most to say and do in our state and national legislatures. Above all, should it show itself in the editorial departments of our newspapers. Is it so? The question is asked without any intention of disparaging those bodies, least of all those newspaper gentlemen, to whose censure or approbation we all of us attach so much importance. Are we really suffering from such a plethora of classical learning? Has the time come of which Plato dreamed, when kings should be philosophers, and philosophers kings, or, to translate it into the phraseology of modern ideas, when all politicians and office-holders should be men of the purest culture, the highest literary polish, as derived from the study of all in the past, as well as in the present, that would

elevate their minds, and give them enlarged views of their duties to men and their responsibilities to God?

We know that it is not so. Practical men, so called, we have in plenty. For a generation, at least, it has been the cry: "Away with the speculative and the theoretical; away with everything that claims to be studied for its own sake, and that does not go directly out to some immediate practical utility." Abstract studies, as they are called, unfit men for action, it is said. Their devotees know nothing of life or of human nature; they live in the ideal; they are dreaming of the past; by their studies they are utterly disqualified for dealing with men or things as they are.

"By their fruits shall ye know them." It is an old rule coming from the highest authority, and we may patiently await its decisions. Whether at the present day we want thinkers most, or men of action, or a few thinkers, at least, as some counterpoise to the extreme opposite tendency that has set in, is not our immediate object of inquiry. But how has the other prophecy been fulfilled? "By their fruits shall ye know them." Practical men, men of action, "live men," as they are called, in supposed distinction from the speculative fossils, have long held and now hold almost all places of rule and of political influence in our land. Another crowd of the same character, and grounding their claims on the same qualifications, are vigorously seeking to get into their places and promising the people to be still more practical than those whom they hope to succeed. "By their fruits shall ye know them." Let it be judged by this old infallible test. The decision may be against the theorists, the men of speculation, the men of books, those who study humanity in its deep universality, rather than in those surface traits an acquaintance with which is now so confidently boasted of as the true *knowledge of human nature*. It may be that we need more men of action; and yet the opinion may be hazarded, that even now, in this day of practicality, a little wider sprinkling of theorists, book worms, pedants even, would do our land no harm.

In the language of the Psalmist, "there were they in great fear where no fear was." Are we indeed suffering from a plethora of classical learning, or from an extra degree of attention given to it in our colleges? The absurdity of the question must strike even those who are most superficially acquainted with the state of education in our country. We know that classical studies are far from

being predominant; they are far even from holding their own; considering the popular clamor that has been so steadily kept up, the wonder is that they have not been wholly driven out. The diminution of classical studies, the greater attention given to those called practical, have not filled our college halls as was expected—certainly in no degree corresponding to the increase of population. There is no denying the fact, that the classics are in danger of being driven from our colleges for a season at least, though such expulsion cannot be permanent.

*Naturam expelles furca tamen usque recurret.*

“Drive out nature with a pitchfork she will come back again.” What is truly excellent will always in time assert itself. For the reasons before given the classics will be in demand and nothing can long keep them from being a substantial part of anything that calls itself *liberal education*, παιδεία ἐλευθερίου “the education of a free-man.” In the meantime the attacks upon them and the yielding to the popular clamor by men who ought to have resisted it, has had a most deteriorating effect; and this is seen in the partial and inadequate treatment to which they have been necessarily reduced both in the preparatory and college course. In this way they are made to furnish an argument against themselves. See to how little they amount, it is triumphantly said. There is truth in the taunt; and we have therefore no hesitation in maintaining that unless classical education is to be made more of, it had better be wholly banished from the college course.

In determining whether there is any remedy for this, we are drawn to consider the reasons that have been and may be given for the study of Greek and Latin. The one most usually dwelt upon is the discipline or mental culture connected with such a course. Another is the preparation such study affords for a more extensive acquaintance with language in general, or philology, now becoming one of the most important departments of human knowledge. It is not intended at present to dwell on either of these. The first has been most ably set forth at previous meetings of this Convocation; it has, in fact, been made the chief ground in defense of classical training. There is great truth in it. The mere study of such a language as the Greek is one of the highest sources of mental culture as compared with that derived from the mathematical or any other

department. The second line of defense is here avoided because of the difficulty of doing justice to it in such a paper as this, and on the ground that both pleas, however important in themselves, fail to present the highest and most available reasons for classical study in its present aspects, or in regard to the chief literary want it is intended to supply.

It may be said, then, that in addition to these two grounds of defense, so briefly denoted by the terms culture and philology, there is a third to which should be given the highest place, although it is generally overlooked, or if mentioned at all, is assigned to a subordinate position. It may be concisely denoted as the literary in distinction from the disciplinary and the linguistic. It is, that classical study is the opening door, the introduction to the wide field of ancient literature, the richest, the rarest, and yet the most universal in its connection with all humanity, of any that the world has ever seen. It is not simply Greek and Latin; it is the catholic literature, adapted to all ages, and seemingly designed by Providence as an intellectual medium in which are found the elements of the world's earliest as well as its maturest thought. The present course of reading in our colleges barely brings the student to the vestibule of this magnificent temple. It shows him little or nothing of the treasures contained within. It hardly gives him to understand that there is much more belonging to it than the few fragments which the weariness of construing and reciting have made objects of dislike, because of the long labor bestowed on what seems to stop short of an available result. Just look at the Greek programme in our colleges, the very best of them. A few books of Homer, a portion of Xenophon's *Anabasis* or *Memorabilia*, a book, perhaps, of Herodotus or Thucydides, an oration of Demosthenes, one drama or less from each of the three great tragedians; these read piecemeal, in disjointed daily portions, the literary interest all lost, or overlooked because the whole attention is absorbed or the time necessarily occupied in thumbing the Grammar, whilst the Lexicon is worn out in looking up new words or old words over and again. In such occupation as this, most necessary though it be, it is impossible to appreciate the great excellence of the classic authors, even of the few fragments that have been so laboriously read. Unless supplemented by something very different and more attractive, there is danger lest all be lost and the whole course become a nullity. Is it any wonder that

the student so often gets a dislike to the whole department, and that his college text books remain closed to him, all the rest of his life, whilst he thinks so little, if he thinks at all, of the great treasure that lies beyond? As a mere fact in the world's literary history, he is aware that there is a vast deal more than he has ever read, or read of, or even imagined. The array of names in his Classical Dictionary is sufficient to give him some intimation of that; but he has the dimmest conception of what it is, a mere floating idea, with little or nothing to stimulate him to farther study in that direction. Aside from some degree of mental discipline, which must certainly be conceded to the most imperfect classical study, nothing remains that he can regard as an adequate remuneration for the long time and the great labor he has given. He has come to the door of the temple, we say, but he has hardly caught more than a glimpse of what is contained within. Is the acquisition worth so great a cost? Would it not be more rational to banish the Greek and Latin altogether from our colleges than to keep on in the same old track, and with such extremely meagre results?

But how can it be remedied, one may say, without doing injustice to something else? The first study must necessarily be slow; there must be drill; whatever is learned must be learned accurately, critically, technically. It is but little, therefore, that can be read. In fact it is becoming more and more difficult, in consequence of the increasing pressure of the physical sciences, to give even the limited time that has commonly been devoted to the classics. All this is conceded. There must be drill, of course. There can be comparatively but little read. And yet the drill may be of a somewhat different kind from what is enforced as though it was the very end instead of a means to something more important. It might have regard more to methods of reading, excellencies of translation, rules for acquiring facility and elegance in rendering the best Greek into the best English, instead of ever resting in the comparatively primary department of orthographical forms, or of syntactical parsing. It might thus be the principal aim of what is called drill, to give that tact and ease of reading which, besides making the classics pleasant, would of itself secure the minor matters of drill, or the knowledge of forms and constructions. Hardly anything is gained, or rather all is lost, unless this facility of reading is somehow acquired, or the habit of giving readily the best English for the best

Greek, idiom for idiom, so as in fact to gain, and that too very early, some power of thinking in the language. Now this demands for its acquisition a greater extent of reading than is commonly allowed. Rules alone will not give it. A student may become perfect in his grammar, and yet each new author is as difficult to him as the one before. He has not acquired this tact of which we speak, and which can only come from practice.

Something, we repeat it, must be done to give the student what may be called the classical enthusiasm, to tempt him within the great temple, instead of merely standing ever marking time, but never marching any further. He must begin actually to converse with its enshrined heroes and demi-gods. When this new feeling, so different from the old weariness of the recitation room, has once begun to show itself, it may be said that the work is done; such a beginning, to use the old Greek proverb, is more than half, for it secures the whole. The speaker would not be regarded as undervaluing the work of teachers more accurate, more laborious, more faithful and conscientious than himself. We have in some of our colleges the very best instruction in Latin and Greek regarded as purely linguistic. Immense improvement has been made in grammars and text books and modes of orthographical drilling. And yet there may have been — there undoubtedly has been — more of this great requisite, this indispensable stimulus, in a word, this classical enthusiasm, produced by far inferior means employed in a somewhat different way.

I would endeavor to explain this by a few comparisons. Fifty years ago how poor was our classical course as compared with what it is now. I speak especially of Union College, though the case was not very different in any of the others. We had a little or no help from annotated text books. We had only Moor's Greek Grammar, a book exceedingly imperfect as compared with the one that that fine scholar and faithful teacher, Bullions, has built on the same foundation. It was every way inferior to the excellent Greek grammar of Professor Crosby, to say nothing of the larger works that have been introduced from Germany. Such an aid as that profound treatise of Professor Goodwin on the Greek subjunctive mood was altogether unheard of. And yet with these poor helps, there was somehow acquired a facility in reading Greek, which I may venture to say was equal to that attained by classes now, with the confessedly better

teaching that we have now in the same college. There was acquired, I can hardly tell how, full as much of that thing called classical enthusiasm. There were more, I think, out of the number of the graduates, who carried away with them some fondness for the Greek and Latin, leading them to read them in after life. This comparison is made with diffidence; but we may go still farther back, and speak more confidently. The course of classical study one hundred years ago, even at Yale and Harvard, would be called very poor now as compared with that of our least classical colleges, and yet it cannot be doubted that there was a wider acquaintance with classical writers, that is, beyond the college curriculum, among many of the older New England clergy than there is in the same class now. They made more of their scanty means than we do of our far more extensive and more accurate philological apparatus. The same might be said of the older lawyers who lived during or before the American revolution. They had, somehow, more classical literature among them than the gentlemen of the bar have now.

And yet, men like Kent and Clinton, Van Schaack and the elder Adams, and Fisher Ames, and Jefferson and Madison, all of whom were excellent and well read classical scholars, with others that might be mentioned, must have had helps in the study of Greek and Latin far inferior to those enjoyed now. What was the Schrevellius Lexicon, which they then probably used, to Professor Drisler's admirable edition of Passow; for it is so much his own that the names of Liddell and Scott may well be left out; or the still more perfect English-Greek Lexicon, which he and his scholarly colleague, Professor Short, have lately given us? What college text books had they compared with those of Anthon, Owen, Felton, Woolsey, Crosby, Lincoln, Tyler, with many others that might be named, containing every critical help that a scholar needs, and often much beyond his needs? It is with pleasure that I name such works as an honor to American scholarship; but then the question comes back after all, has the general interest in the classics, and the more extensive reading of them by the mass of our educated men, kept pace with this superiority of grammars and lexicons and text books, or has it in the main actually fallen behind that which was stimulated by far inferior aids? If not, why not?

The answer, we think, can be clearly and concisely given. The attention has been so much directed to the means instead of the end,

to the subordinate rather than to what should have been the primary object. It has been to acquire a knowledge of the Greek language, simply as a language, rather than an acquaintance, wide or small, with the Greek literature. High and important as the former is, it is not the great thing after all, for which so much of time and labor is to be given. Even if we call it an end, instead of a means, simply, it is not the highest end. We study Greek as a language, as a system of rules, as a most curious structure, possessing an interest even in this respect, equal to that of any natural science; and here we stop. We do not study it as a means to something else of still wider importance. In this way students do not secure what is most choice, even in the language itself, as a language, in that critical skill and tact and ease, which can only come from extensive reading. Thus some in our colleges may become superior Greek scholars, their objective knowledge of the philosophy of its moods and tenses, of its peculiar orthographical forms, of its idioms, its regularities and irregularities, may surpass that which was possessed by Demosthenes himself. As objective knowledge, we say. It is even as a Frenchman or a German may get in a similar way a more critical acquaintance with the niceties of the English tongue than the best native English writers can boast of; or, to reverse the picture, an Englishman may understand the German more scientifically in some respects than those who write and speak the German language with perfection; or, to take another view, an American who has given his whole attention to English grammar, like Gould Brown, may have a knowledge of it beyond any that Johnson, or Swift, or Addison, could even claim; and yet there may be such a resting in this objective knowledge as almost destroys its value. This may be truly said if the attention given to it is so exclusive, and so narrowing, as to impede the entrance into the wide domain of English literature, either by failing to give or by weakening the stimulus that might have led to the higher literary sphere. It may all be expressed by saying that in our colleges we study Homer as a means of learning Greek; we do not learn Greek as a means of reading Homer with facility, and thus reaching that highest culture which comes from a sound familiarity with this rich old literature. It is the same as if one used the Bible simply as a means of learning Hebrew, instead of studying Hebrew in order to acquire a deeper knowledge of the scriptures, or as the entrance to the rich fields of a sacred and most sublime literature. It is this

perversion of aim, as made by an extensive modern school, that has divested the Bible of its spirituality, taken away the marrow of scriptural theology, and turned it into a heap of dry and mouldering bones.

In addition to the limited comparison heretofore made, let us present another of wider extent and showing the same difference in a clearer light. Let us compare the men of the Porson and Elmsley school, so famous some half a century ago, with the scholars, civilians, theologians or men of general culture, that belonged to the seventeenth and sixteenth centuries preceding. Men in eager hunt for forbidden anapæsts, and plausible grounds for gratifying the *cacoethes emendandi*, had no time or no relish for those greater theological, philosophical, or political questions which have their best solutions in the rich literature of antiquity. How much of this kind lay before them utterly neglected. The paraphernalia of the stage and its scenery, the proper divisions of strophe and antistrophe, had more attractions for them than the great ideas of the Greek tragedy, such as Fate, Nemesis, Remorse, Retribution, Justice slow but sure,—that most tragic conception, great even in its theological perversion, of the divine Jealousy that would not endure human boasting or human pride—the awful doctrine of sin breeding sin descending from parents to children, generation after generation, carrying down the penalty along with the moral taint. The reverence for the oracle—the profound significance of sacrifice as pictured in expiatory rites—the ancient idea of a future life—the representations of the Hadean world with its fearful penalties shadowed in the crime—these, with their theological relations so vast and important, so closely connecting the fields of classical and Biblical study, were overlooked or thrown into the background, while textual and grammatical learning had given to it a prominence so disproportionate.

In contrast with such names as Porson, Elmsay, Wakefield, &c., let us put those of Ralph Cudworth, Selden in England, of Grotius in Holland, of Vossius, Lipsius, Salmasius, Heinsius secretary of the Synod of Dort, with others that might be mentioned, jurists and theologians, furnished by the Dutch universities in that remarkably learned period that followed so soon after the long struggle with Spain. Conspicuous here would be the great names, some of whom are earlier than this, such as Scaliger, Casaubon, Bochart, Usher,

Pococke, &c., the extent of whose erudition we find it difficult to comprehend. There were, too, the learned Jesuits of the day. Of all of them it might be said that they were extensive readers of Greek and Latin, not for the sake of becoming eminent Greekists and Latinists, but because of the treasures of literature thereby furnished, and the great value they possessed in connection with their theological and philosophical aims. It was this motive that made them such all-devouring students. There cannot be a doubt that the reading of Cudworth, for example, was more extensive than that of Porson. What a mine of ancient philosophy, do we find in his great work, *The Intellectual System of the Universe*. Cudworth was a man of leisure and retirement, it might be said; his days were spent in scholarly halls, in converse with great libraries, and with every literary aid; but there were others whose life was far removed from scholastic quietude, whose acquisitions, nevertheless, and multifarious reading, may well astonish us. There was Hooker, a man of intense ecclesiastical action, Pococke an extensive oriental traveler; there was Bochart, a French Calvinistic or Huguenot clergyman, whose life was spent amid the persecutions and disquietude of such a position. How did he find time and means for the composition of his learned works, or even for acquiring that immense erudition, that wide familiarity with the whole range of classical and Oriental writers which astounds us on barely opening his huge folio volumes. Yet there it is, and in his case, and from his mode of life, it is perfectly evident that it was a substantial acquirement, ever with him, instead of being index learning, or skill in hunting up reference passages. Grotius, too, was a man of action, of incessant, political, literary and ecclesiastic energy. The same might be said of the great Scaliger, and more emphatically still of the famous editors and publishers who came upon the stage so soon after what is called *The Revival of Learning*. We are utterly amazed when we think of the learning and labors of the Stephenses, Henry and Robert. Incessant students and devouring readers were they, critics unsurpassed, commentators who furnished the fountains from which so many subsequent editors and annotators have drawn — writing and even speaking Greek with as much ease as their vernacular tongues, engaged in the constant toil of collecting obscure manuscripts, yet, with all this, laboring with their own hands at type-founding, type setting and the work of the press. Their editions are yet models of beauty and accuracy. Of the great work of Henry Stephens, *Thesaurus of*

the Greek Language, it may be said that it is still one of the most important among the foundations of Greek lexicography. His countless citations have helped many a one since to make a show of learning, but with him they must have been almost wholly the fruit of original reading.

It is admitted that in some things the Porson school was superior to these older men ; but we must discriminate as to comparative value and comparative aims, or we may do great injustice. In a certain kind of critical skill, the more modern scholars, English and German, are unsurpassed. Hallam says, truly, that Cudworth quoted, as undoubtedly genuine, some supposed ancient works, on which the sharpness of Porson has thrown suspicion. So also, says the same writer, the verses of Scaliger and Casaubon were incorrect as judged by our present standards. They had false metres and false quantities. Very likely. The same may be said, however, of Homer and Sophocles. These old Greek poets took licenses just as Milton and Shakespeare have done, not a few of whose lines are unscannable by rigid rules. Porson and others wrote Greek verses correctly, it may be said, because they follow their own canons. These are right in the main because deduced from the general usage. It is perfectly certain, however, that many lines in the old poets would not conform to them without being amended or transposed, although in their old state both euphonic and significant. The anapaest and dactyls are found in uncanonical places. So in Homer there are still found cases of hiatus that no digamma wedge can cure. All that need be said then is, that Casaubon and Scaliger and Grotius took licenses, or like the old poets themselves, they did not write with the fear of Porson's and Hermann's rules before their eyes. They ought to have been more correct, and have put their verses in straiter jackets, but the fault does not detract much from their great excellence after all. Of this more modern school too, we have freely admitted the higher absolute merit. In comparing them, however, with these older men one question furnishes a test that ought to be most decisive : Which class could the world have better spared ? Or which of the two, had it been wanting, would have left the greater chasm in our substantial literature.

In thinking of these giants and their learned works, the question will arise, how did they do it ? And why are we so much behind them — at least in the amount of reading and the literary labor they

accomplished? The answer, we think, may be found, to some extent, in that perversion of aim to which allusion has been made. We study for a subordinate purpose, and hence the failure. The remedies must correspond to the defect; a few may be stated in very general terms, the significance and bearing of which may be very easily understood from what has already been said.

To make more of our classical course, we must aim at two principal things; these are, in the first place, more extensive reading, and, secondly, the producing in some way, a state of thought and feeling which shall be a guaranty for classical study in after life.

A greater amount of reading could be secured by the adaptation before spoken of, or by fitting the efforts in the last years to the more advanced students who offer the best hopes for success. This could be aided by adopting at this time the lecture method, or making the instruction mainly oral, substituting for the recitation, a rapid examination at intervals. At such a course, the professor should himself read to the class large portions of such Greek authors as may be selected, with continual comments on all matters of interest, and requiring notes to be constantly taken. The backward members of the class might not receive much profit from this, they might even greatly abuse it, but it cannot be helped, we say. The better students would greatly profit by it. A young man who has been made to see and appreciate in some measure the glories of the Greek dramatic poets, is not likely afterwards to let them drop; he gets a new feeling, such as always comes when he begins to read Greek and Latin authors for their own sake, seeing them in a new light, and under aspects very different from that presented amid the weariness and hard drudgery of mere lesson-getting.

There comes a time when the subjunctive mood should be laid aside: when tense-forms and orthographical peculiarities may be supposed to be understood. The mind should now be directed to higher matters, to ends instead of means. The student will receive with interest and pleasure what gives pleasure to the teacher, and more than repays him for his exceeding labors, as he points out the neatness, the clearness, and the sparkling diction of Horace; the grandeur, pictorial beauty, exquisite word-painting of Homer; the finished correctness along with the fervid vehemence that mark the eloquence of Demosthenes, showing no less his own genius than the power of the language he spoke, and the remarkable character of the people he addressed;

the pure condensed thought of Aristotle which Cicero so well characterised as *flumen orationis aureum fundens* "ever pouring forth its stream of gold;" the rapt idealism and at the same time the clear common sense of Plato's philosophy; and lastly though not least, the solemn significance and deep religiousness that pervade the leading ideas of the Greek drama.

A very important part of such lecturing in the Senior year should be directed to give the student some notion of the immense amount of Greek literature, what it was in its original state, and what it still remains after the destructive havoc it has experienced. To know our ignorance, is one of the most valuable kinds of knowledge, as has been well said by the wisest man of antiquity. A student, as has been said, forms some vague idea of the vast extent of the field merely by turning over the pages of his classical dictionary, but he needs to have it set before him at one view, that he may see how little he knows, and how exceedingly small a portion of it—choice though that portion be—has been selected for his ordinary college studies. Well may he be astonished, as an ingenuous youth always is, at such an exhibition; but instead of discouraging, it furnishes to such a one the very stimulus he most needs. What a magnificent temple is this! he feels like saying; what a storehouse of the world's best thought! Can a man be called educated who is ignorant even of its vast extent? In lecturing on any one Greek author, especially on the Greek drama, that fund of ancient ideas and ancient allusions, there will be occasion for reference to almost every other department of the old literature. The teacher should ever take pains to hunt them up for his own sake. For so doing, it is of great importance that such references should be carefully verified by actual consultation of the original sources. The student should be directed to them, author, book, chapter, and section; there is a stimulus in it to more extensive study; it produces something like a feeling of erudition: pedantic some may call it, or a mere show of learning, but it is a feeling worthy of culture, and one that at this day, even if it is pedantic, ought to be encouraged rather than condemned. As said before, a few more pedants in this practical age will do us no hurt.

To this end of reference, however, an indispensable requisite for giving a stronger stimulus is a large college library, especially full in the classical department. Not only as giving the means of reference is such a library useful and practical. The very sight of an

immense collection of books operates as a powerful excitement. Devoid, indeed, must that mind be, not only of classical but of all generous feeling, that can stand in such a presence without emotion. It is humbling, but not discouraging, we say. There comes from it a desire to converse with the immortal dead. How immense the world's literature. What a precious part is furnished by these old writers, either as considered by themselves or in connection with the still greater literature that has been built upon them? What a blank there would be if the biblical and the classical, those kindred departments, with all that had its origin in them, or from them, were lost to the world, either from ignorance or destruction! A large library is an indispensable requisite for a college. It should be the chief attraction for all its better class of students. But it should be a bibliotheca indeed, not a mere circulating library filled with the transient literature of the day. It should contain the most rare and the most precious productions of past ages. It should represent the world in space and time. It should be a place for study and for writing, furnished with every accommodation for those purposes, with its regular hours of the day and evening, during which all should have free admission to its advantages for reading and consultation, but with no license for withdrawing books from their place of security.

And this suggests the thought of something already mentioned, but on which we would again dwell for a moment as imparting their great value to classical studies, and thereby offering a greater stimulus to success. It is the aim for which such acquisition should be made. This may be presented in another and a more practical light. The complaint is made that so little fruit comes from studies so long and so arduous. They may be excellent as a means of culture to the individual who pursues them, but what is their public utility? The age demands something more and we think with reason. Now it must be confessed that the ancient languages have been studied too much on grounds that terminate simply in the study itself. Our best scholars have busied themselves too much with the merely educational apparatus. They have been too much occupied in making text books, grammars, and other aids for college classes. There is no intention to disparage these. They are an honor to American scholarship, and are equal to any works of the kind produced in England or Germany. But this is not enough. It is an aim termi-

nating in itself. It is the making of admirable text books and other aids in order to produce scholars, who shall make other text books and so on to infinity. Something more is demanded. We need a classical scholarship that shall go out of itself, in the aims for which it is employed — a study that explores the ancient writings for bringing out the treasures of wisdom and experience therein contained, and making them matters of modern concernment — for applying them, in a word, to the questions social, political, economical, theological, ethical, philosophical, and even scientific, that have most interest for the present day.

NOTE.—Intending to present extracts from this paper, the fascination of the theme and its exquisite treatment have made it an uncongenial task to omit a single paragraph. Space and enforced haste in publication alone prevent the transcription of the whole. It is believed, however, that before very long, the paper will be published entire for more extended circulation.—E. N. P.

## VIII.

### *Modern Languages.*

In the Department of Modern Languages we feel justified in claiming as a success the recent modification of the scientific course to make it more nearly resemble the classical curriculum.

During the three years largely devoted to the study of the French and German languages every effort is made to secure by careful and critical training genuine mental drill and culture. The course has thus attained a respectability of college standing which makes it desirable from its own merits, and it is adopted by many of the best students in the College who may prefer it by reason of taste, by the choice of parents, or the designs of after life.

We desire and propose to enhance its value still more in the future, and to that end hope before long to demand and obtain at least a year's preparation in Latin before entering the course, and shall be still further gratified when the facilities of preparatory institutions will enable us to demand a year of French and German before entering, to the end that while in college more time may be devoted to advanced studies in French and German classics, and to lectures on the representative authors and the highest literature of France and Germany.

We would therefore suggest as a means of cultivating a higher standard of perfection in these branches, the establishment of French and German prizes to be awarded to marked proficiency, and would also call the attention of generous friends and patrons to the fact that the annual prize of silver plate of the value of \$50, for the highest standard in the performance of college duties, and for moral deportment and rectitude, is confined to the classical course. We see no reason why scientific students who meet all these requirements in another field of labor should be excluded from this honorable competition, and would be happy to know that some friend of scientific studies had found it a pleasure to establish a prize of the same general nature to be obtained by worthy students in the scientific course.

In conclusion I may be permitted to allude to my absence from my usual duties for a month of the term just closing, having been honored by the Troy Conference of the Methodist Episcopal Church with the appointment as delegate to the quadrennial general conference of said church.

I am happy in being able to state that my colleagues of the conference seemed gratified at seeing with them a representative from Old Union, "and expressed a strong desire to continue the fraternal relations which have so long existed between our Church and this College. In proof of this I may state that I have succeeded in obtaining aid from the educational society of our conference for worthy and needy young men preparing at Union for its ministry, and I would also add that during the last few years some of the leading men at the Drew Theological Seminary have been graduates of Union College.

All of which is respectfully submitted.

WILLIAM WELLS,  
*Department of Modern Languages.*

TO DR. E. N. POTTER.

## IX.

### *Rhetorical Studies.*

Union College, May 27th, 1872.

It is worthy of mention as an unprecedented fact, that, during the present year, not a single student in college has failed to meet the

full requirements for Rhetorical exercises in speaking and writing, while an unusual amount of work has been done in class essays and class discussions.

The oratorical prize established by R. M. Blatchford, LL.D., while it is especially designed for the graduating class favorably affects every class. It stimulates to honorable competition in speaking and writing, from the first term of the freshman year, and the stimulus increases with every step of advance through the entire college course. Its healthy and constant influence has been appreciated by the professor in this department, and is gratefully acknowledged.

The Ingham Prize has been operative since 1866. Its object is to encourage the study of the English Classics, the cultivation of a literary taste, and careful practice in composition. While every student feels its influence, none but Seniors are eligible to this prize. How well it is fulfilling its purpose will appear from the following simple statement :

During the seven years since the prize was established the proportion of final competitors has been steadily growing. (I say *final*, because many enter upon the competition who do not hold out to the end of the year.) Not to mention all the years, we may get the average increase by taking the odd numbers. In 1867, the final competitors numbered one-eleventh ( $\frac{1}{11}$ ) of the whole class; in 1869, one-sixth ( $\frac{1}{6}$ ) of the class; in 1871, one-third ( $\frac{1}{3}$ ) of the class; this year, about one-half ( $\frac{1}{2}$ ) of the whole class.

In this connection it is suggested that a prize for public class debate, either senior or junior, upon a subject duly assigned, is highly desirable.

It is also suggested, that, with the growing college interest felt in the English studies, and with the increasing public demand in this direction, there is imperative need at Union, (to be under the charge of a college officer, and not to be removed without his consent) of books of reference in English history and English literature, arranged in some convenient reading room where students may resort for reading and study.

Respectfully,

R. B. WELCH.

Pres. E. N. POTTER, D.D.

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## Calendar.

### 1871.

SEPTEMBER 4, 5.—	Monday and Tuesday — Second Examination for Admission.
SEPTEMBER 6.—	Wednesday — First Term begins.
NOVEMBER 30.—	Thanksgiving.
DECEMBER 19.—	Tuesday — First Term ends. Vacation of two weeks.

### 1872.

JANUARY 3.—	Wednesday — Second Term begins.
JANUARY 4-11.—	Daily — Final Examination for the degree of C. E.
JANUARY 25.—	Thursday — Day of Prayer for Colleges.
FEBRUARY 22.—	Thursday — Anniversary of Washington's birthday.
MARCH 26.—	Tuesday — Second Term ends. Vacation of one week.
APRIL 3.—	Wednesday — Third Term begins.
APRIL 16 and 17.—	Tuesday and Wednesday — Examination for Prize Scholarships.
JUNE, 24, 25, 26 & 27.—	Monday, Tuesday, Wednesday and Thursday. Anniversaries of Literary Societies.
JUNE 28 and 29.—	Friday and Saturday — First Examination for Admission.
JUNE 30.—	Sunday — Baccalaureate Sermon.

